

**Middle School English
Literature Selection Advisory
Committee**

12/18/19

Please sit with your reading group.

Make sure you have signed in, picked up your red folder, and grabbed some dinner.

Say "Hey" to your group.



Agenda

A copy of the agenda is in your folder.

The purpose of our work today:

- Revisit a few ideas from last time
- Become familiar with resources for finding new titles
- Determine next steps for Reading Groups
- Vet grade-level titles and/or explore new titles in Reading Groups

Approve or edit the agenda?

Revisiting our last meeting...

Emily Style's "Curriculum as Window and Mirror"

“This brief paper will explore the need for curriculum to function both as window and as mirror, in order to reflect and reveal most accurately both a multicultural world and the student herself or himself. **If the student is understood as occupying a dwelling of self, education needs to enable the student to look through window frames in order to see the realities of others and into mirrors in order to see her/his own reality reflected**” (1).

Voices from Our Discussion

We should be showcasing other cultures and nationalities and things students wouldn't necessarily pick up their own

The idea that we are going to be colorblind or only focus on similarities will not create the best classroom environment; we need to point out that every experience is different

More Voices...

As we are looking at new curricula, with the idea of more windows and with the request for more diversity [from the student survey], that will be a challenge – finding the right literature for us to reflect the diversity of windows out there, at a grade-level appropriate range

Instead of trying to choose one diversity type to focus on, published short story collections or making our own collection would give us lots of windows and mirrors

DIVERSITY IN CHILDREN'S BOOKS 2018

Percentage of books depicting characters from diverse backgrounds based on the 2018 publishing statistics compiled by the Cooperative Children's Book Center, School of Education, University of Wisconsin-Madison:
ccbc.education.wisc.edu/books/pcstats.asp



Illustration by David Huyck, in consultation with Sarah Park Dahlien
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The CCBC Inventory includes 3,134 books published in 2018. This graphic would not have been possible without the statistics compiled by the CCBC, and the review and feedback we received from Edith Campbell, Molly Beth Griffin, K. T. Horning, Debbie Reese, Ebony Elizabeth Thomas, and Madeline Tyner. Many thanks.

Decisions

Books that are appropriate for younger or older readers (rather than for 6th – 8th graders):

- Older reader books:
 - Need to be vetted for us to figure out if they are appropriate for 6–8
- Younger reader books (K–5):
 - Include a section on the supplemental list for high-quality literature for grades 4–5
 - If we vet a book that is appropriate for a younger grade band and want to keep it, put the (younger) grade band in the notes on the Vetting Tool

Decisions

Dated books:

- Books that can't be found/obtained and haven't been reprinted:
 - Remove from our list without vetting
- Books that are dated because of content (but still in print):
 - Vet this category

Adding New Titles

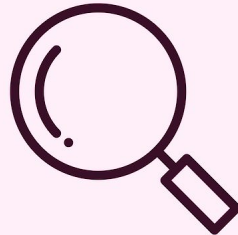
Big Picture: Our Process - Year 1

Current PAUSD Lit:

- PAUSD Core + Supplemental Texts
- Additional titles teachers are using
- Book Closet



Vetting Tool +



Conversation in Reading Groups



6th: Revised PAUSD Lit List

7th: Revised PAUSD Lit List

8th: Revised PAUSD Lit List

Stage 1: September - December

Big Picture: Our Process - Year 1



Stage 2: January - April

Resources for Finding New Titles

TEACHER RECOMMENDATIONS – Summer reading recommendations from PAUSD Teachers & Staff

AWARDS LISTS, BOOK LISTS, & MORE – From the CDE, edited by our Teacher-Librarian

TITLEWAVE.COM – Book reviews and more

TEACHINGBOOKS.COM – Browse by various categories

Once You've Found a Possible New Title

1. Talk to Reading Group. Possibly – solicit second opinion.
2. Read reviews on the book (Titlewave)
3. Put your new title through our vetting tool
4. Record your new title in our spreadsheet (under “Xth GRADE NEW TITLES”)

Determine Next Steps:

Look over resources with groupmates

Determine an action plan:

- Will you divide up resources in some way? For instance, who will vet books on teacher recommendation list?
- What will you accomplish in remaining 4 meetings?
- How many new books are you hoping to add to the list of possible titles for your grade level?
- Do you want to read new books in pairs, so you have someone to talk about the new title with?



10:00

Work in Reading Groups

Reminder: Where to Find What

See our shared folder:

- Resources:
 - Live spreadsheet with “vetted” column
 - [Vetting Tool link](#)
 - Vetting Tool responses
 - Today’s new resources



Goals for this Work Period

1. Finish vetting the books on the PAUSD Literature List
2. Determine your Action Plan for new titles
3. Start vetting new titles

Work Time: Now → 5:50

Breakout

Rooms:

Room C

Room E



Wrapping Up: “State of the Group”

Reading groups, select a speaker to tell us:

- What progress you made tonight
- What you plan to accomplish in the new year
- Any ideas or questions that might help others

Agenda Items for Next Meeting

February 26, 2020, from 4:00–7:00

- Examine work thus far: How is our revised/vetted list shaping up?
- Work Time: Reading groups vet new titles
- Other?

Thank you and good night!

Please return your folders.

You are welcome to take any handouts you would like. Otherwise, they will just stay in your folder for you for next time.

